



اُنِيْوَرْسِيْٓتِيْ تِيْكْنُوْلُوْجِيْ مَارَا
UNIVERSITI
TEKNOLOGI
MARA

TINTA

GLORIOUS EXPERIENCES

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Fakulti Pengurusan Maklumat
Universiti Teknologi MARA

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Alamat Penerbit

Kampus Puncak Perdana,
40150 Shah Alam,
Selangor Darul Ehsan.
Tel: 03 7962 2013 / 2020
Faks: 03 7962 2007
<http://www.fpm.uitm.edu.my>

Dicetak oleh

Pusat Percetakan UiTM
Tel: 03 55444024
Faks: 03 55444023

ISSN 0127-5100

DARI EDITOR

Bil. 20/2011

"Ambillah waktu untuk berfikir, itu adalah sumber kekuatan. Ambillah waktu untuk bermain kerana itu adalah rahsia dari masa muda yang abadi. Ambillah waktu untuk berdoa, itu adalah sumber ketenangan dan ambillah waktu untuk belajar kerana itu adalah sumber kebijaksanaan".

Pepatah ini sering didengari dalam kehidupan kita dan dijadikan sebagai landasan untuk kita menuju ke puncak kejayaan. Untuk mencapai sesuatu kejayaan, jalan yang terpaksa dilalui penuh dengan onak dan liku. Semua orang yang berada di tangga teratas sekarang semestinya telah melalui detik kegagalan sebelum mereka dapat menghirup nafas lega dengan hasil yang mereka kecapi sekarang.

Pengalaman lalu banyak mengajar mereka erti kehidupan yang sebenar dan mereka boleh menyesuaikan diri mereka dalam semua keadaan kerana mereka telah memilih jalan yang susah terlebih dahulu sebelum mencapai kesenangan. Mereka telah gagal sekali dan tidak mungkin mereka ingin gagal lagi. Oleh yang demikian, mereka mengambil pengalaman sebagai petunjuk untuk membuat sesuatu keputusan di dalam dunia global kini. Negara Malaysia dahulunya yang berasaskan kepada pertanian kini bertukar menjadi perindustrian telah banyak merubah cara hidup masyarakatnya. Dengan adanya teknologi yang canggih, segala kerja dapat diselesaikan dengan cepat dan lebih berkualiti.

Selain itu, hubungan antara negara luar dapat dieratkan dengan jaringan komunikasi yang tiada sempadan. Semuanya hanya diujung jari untuk mengakses maklumat dari dalam dan luar negara. Namun semakin canggih mana pun teknologi itu tidak bermakna tanpa pengetahuan dan pengalaman. Itulah yang dikatakan dengan *"Glorious from Experiences"*.

Bahagian pertama keluaran kali ini memuatkan biografi tokoh-tokoh terpilih manakala bahagian kedua memuatkan artikel-artikel yang merupakan isu dalam bidang pengurusan maklumat.

Semoga penerbitan majalah ini akan memberi maklumat yang berguna dan juga semangat kepada sesiapa sahaja yang membacanya. Sudah semestinya sebagai golongan berpendidikan kita mahukan impak yang positif hasil dari majalah ini. Namun begitu hasil dari pengalaman dan cabaran yang telah ditunjukkan dalam majalah ini terpulang kepada individu atau masyarakat itu sendiri untuk mengambil ia sebagai pengajaran atau sebaliknya.

Sidang Editor ingin mengucapkan ribuan terima kasih kepada semua pihak yang telah bertungkus lumus menjayakan penerbitan ini. Selamat Membaca!

MAKLUMAN

TINTA adalah sebuah terbitan tahunan oleh para pelajar program *Bachelor of Science in Information Studies (Hons) @ IM 220* yang mengambil kursus *Publications and Production of Information Materials (IML 601)*. Skop rencana meliputi pelbagai isu dalam bidang pengurusan maklumat.

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UNDERLYING RESEARCH PHILOSOPHICAL ORIENTATION IN SOCIAL SCIENCE RESEARCH: POSITIVISM VS. INTERPRETIVISM

by

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Abstract

Before adopting certain methodologies, it is important for researcher to understand the framework of research methodology. Remenyi, Williams, Money, and Swartz (1998) define research methodology as a procedural framework within which the research is conducted. They emphasize that in any research work, researcher should consider many factors before choosing appropriate methodology with the topic or subject to be researched and making the specific research questions as the main drivers. There are also several areas to be considered in deciding research method suggested in the literature, which include the context of the study or phenomenon, the research goals, the level and nature of research questions, practical reflection and resources availability. On the other hand, in general many recognize that the researcher's personal philosophy and beliefs have some influences on the research method adopted (Crossan, 2002; Shih, 1998; Proctor, 1998; Denzin and Lincoln 1994). The traditional perspective of research methodology states that there are two general approaches - the quantitative and qualitative research. Conversely, how a researcher conducts research activity may be influenced by the researcher's philosophical stance. According to Benton and Craib (2001), philosophy provides 'foundations' for the research done in particular scientific specialisms. Easterby-Smith, Thorpe and Lowe (2002) suggests that understanding philosophy helps to refine and specify which research methods to be used to clarify the type of evidence gathered and its source as to answer the research questions; to evaluate different methodologies and methods that could avoid inappropriate use of methods and to be creative and innovative in either selection or adaptation of methods. This article discusses the rationale of choosing appropriate research approach by discussing the paradigm of interpretivist and positivists which normally associated with the qualitative and quantitative research approach.

Keywords: *Research method; Qualitative research; Quantitative research; Interpretivist; Positivists*

Introduction

In social science investigations, the purpose of conducting social research varies from one to another depending on the ultimate research rationale of the researcher/s as individuals or groups. The subjects or events that researchers involved in will depend very much on what they are looking for; which is the purpose of their research. Besides curiosity and the desires to explore and learn, it also makes contribution to the development of relevant approaches to the

civilization of society as well as management and performance of organizations. In fact a discipline or profession is established through research, which uniquely contributes to the development of the body of knowledge within a discipline (Amaratunga, Baldry, Sarshar and Newton, 2002). For example within 'business and management' field, not only does it provide findings that advance knowledge and understanding, it also addresses business issues and helps to solve managerial problems (Easterby-Smith, Thorpe & Lowe, 2002). Research is important as it provides suitable answers or solutions to all kinds of questions and problems. In addition it is incremental because it continues to contribute to the body of knowledge. The research conducted could be to understand and explain certain impacts on organization; policy or could be to explore how and why different organizations have different culture (Saunders, Lewis & Thornhill, 2003). Gill and Johnson (2002) state, as well as upgrading knowledge, research serves up as a disciplined and systematic process of help in resolving problems.

The scope of social science research is wide which allows researchers to explore all kinds of research from different perspectives and contexts depending on its purpose. According to Denscombe (2002), good research is when the direction and topic is a direct outcome at the cutting edge of knowledge, theoretically driven or based on practical problems that could contribute to the advancement of the respective discipline. Through research, it could enhance the researchers understanding of the social world around them for better interpretation and judgment. This is because research process is not purely about research outcomes and discovery as throughout the process researchers will gather and accumulate research experience. In general, one could suggest that through research one could provide suitable answers or solutions to all kinds of questions and problems.

Research Philosophical Orientation

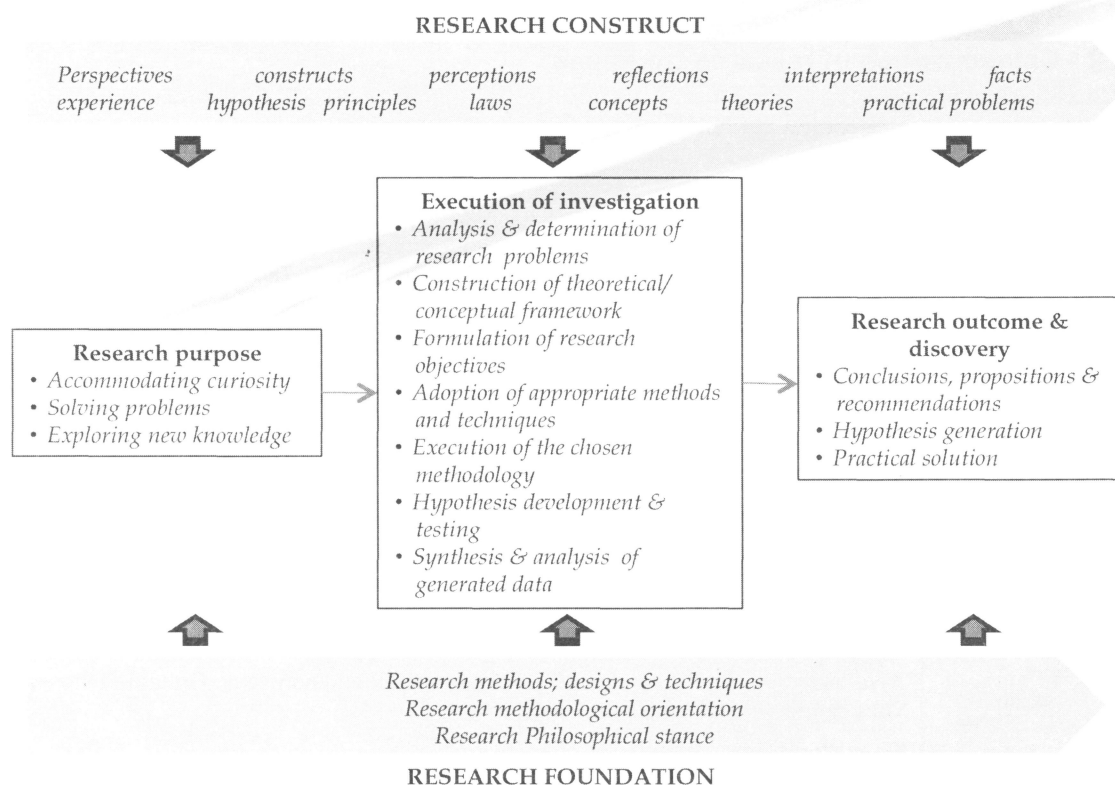
Social science research is about the study of human beings, unlike 'objects' as in the natural science research, which therefore each type of research is associated with different types of paradigms. Crossan (2002) states, it is useful for researcher to plan their research by clarifying his/her assumptions related to their personal values. According to Benton and Craib (2001), philosophy provides 'foundations' for the research done in particular scientific specialisms. It is important for researchers to associate the research philosophy and choice of research method as it allows researchers to have a more informed decision about the research approach, decide which methods are appropriate to be adopted and also consider the constraints of the adopted

methods (Easterby-Smith, et. al.,2002). The authors suggest that understanding philosophy will help researchers to:

- refine and specify which research methods to be used to clarify the type of evidence gathered and its source as to answer the research questions;
- evaluate different methodologies and methods that could avoid inappropriate use of methods and
- be creative and innovative in either selection or adaptation of methods.

Consequently, how a researcher conducts research activity may be influenced by the researcher's philosophical stance as mentioned by a number of research texts and authors. Nevertheless quite a number of researchers may not explicitly specify their philosophical stance while conducting their research which in reality they are actually governed by certain philosophical orientation which navigate their research process. Exhibit 1 illustrates the positioning of research philosophy and how it is related to any kinds of social investigations.

Exhibit 1 - Research Philosophy Positioning



The choice of strategies and methods that may be adopted in one particular research is not a straightforward process, rather it is complex as the choice is wide and may varies between one to another. Therefore the terms and categories used by different authors to describe research traditions are not mutually exclusive and there is no definitive way to categorise the various research traditions and in fact some are overlapping (List, 2005; Miles and Huberman, 1994; Patton, 2002). The various groupings are not clear which according to Miles and Hubermann (1994, p:5) the overlapping perspectives of research orientations are reflected in their views on epistemologies; ‘... the lines between epistemologies have become blurred...’. For example, Crotty (1998) suggests ‘5 perspectives’, Cresswell (2003) advocates a different ‘5 traditions’, Schwant (1994) uses ‘3 epistemological stance’, Denzin and Lincoln (2000) propose ‘7 paradigms/theories’, Patton (2002) suggests ‘16 theoretical traditions’ and on the other hand, Pepper (1957) believes in ‘4 world hypothesis’ (<https://people.sunyit.edu/~harrell/Pepper/Index.htm>). Based on the abovementioned, one therefore can conclude that it is difficult to position a methodology approach of research under an exact and label or paradigm. Exhibit 2 outlines the categorizations of research traditions extracted from List (2005); Patton (2002) and Place (1997). Despite the fact that it is important to position the philosophical stance in a piece of research work, the overlapping and confusing categories and labels of research terms and definitions have always become a researcher’s dilemma.

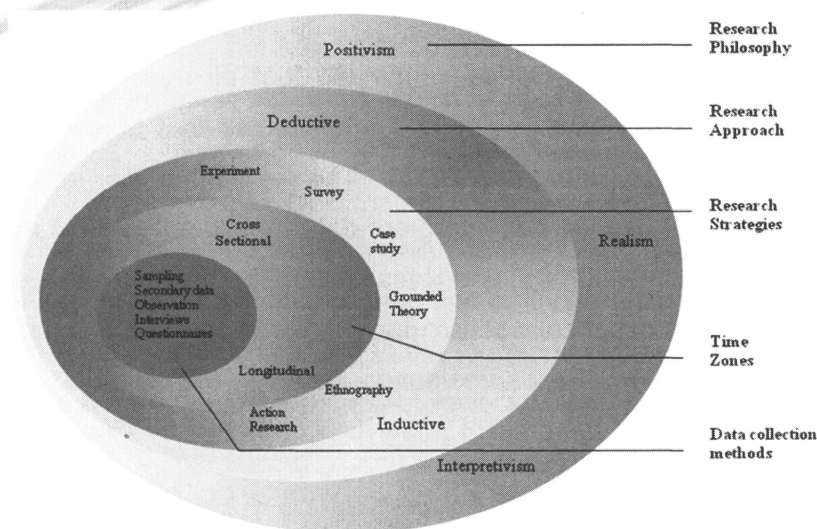
Exhibit 2 - Categorization of research traditions

Authors	Categories of research traditions
Patton (2002)	“Twenty theoretical traditions and orientations”: Ethnography, Autoethnography and evocative forms of inquiry, Truth and reality-oriented correspondence theory (Positivist, Realist and Analytic Induction Approaches), Social construction and constructionism, Phenomenology, Heuristic inquiry, Qualitative heuristics, Ethnomethodology, Symbolic interaction, Hermeneutics, Narratology/Narrative analysis, Ecology psychology, Systems perspective and theory, Chaos and complexity theory: Non linear dynamics and Grounded Theory.
Lincoln and Guba (2000)	“Alternative inquiry paradigms”: Positivism, Post-positivism, Critical theory, Constructivism and Participatory.
Schwandt (2000)	“Three philosophical stances”: Interpretivism, Hermeneutics, and Social constructionism.
Crotty (1998)	“Three primary epistemological”: Objectivism, Constructionism, and Subjectivism. “Theoretical perspectives”: Positivism (and postpositivism), Interpretivism, Critical inquiry, Feminism, and Post-modernism.
Creswell (1998)	“Five qualitative traditions of inquiry”: biography, Phenomenology, Grounded theory, Ethnography, and Case study.
Pepper (1957)	“Four World Hypothesis”: Formism, Mechanism, Organicism and Contextualism

Choice of Appropriate Research Methodology

The type of research or subject under investigation that researchers wish to undertake will determine the methods that they should use. According to Poggenpoel, Myburgh and Linde (2001) quantitative and qualitative methods are different in that they have different underlying principles, character and process. According to the traditional view, quantitative researchers subscribe to the 'positivist' paradigm of science; while the qualitative researchers subscribe to the 'interpretivist' paradigm. This traditional view also implies that quantitative research examines data that are translated in the form of numbers, while qualitative research examines data that are narrative (Easterby-Smith, et. al., 1991). Similar perspective state by Amaratunga, et. al. (2002), that the quantitative research arises out of a substantial academic tradition that places extensive trust in numbers that represent opinions or concept, whereas the qualitative approach focuses on words and observations to state and express reality and tries to describe people in natural situation. On the other hand qualitative researchers believe that reality is very subjective which there depend on context. Furthermore it might generate multiple realities if in-depth investigation were conducted even within the same subject or context. Qualitative research is used when an event or process is difficult to study using a quantitative approach. It represents the opportunity for in-depth probing and diagnostic exploration. This helps to uncover and understand a phenomenon about which little is known and will enable us to understand the meaning of what is going on (Gillham, 2000). Holloway (1997, p.2) defined qualitative research as 'a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.'

Exhibit 3 - Research process 'onion'



Source: Saunders, Lewis & Thornhill (2003)

As a foundation in understanding the research philosophical orientation, Saunders, Lewis & Thornhill (2003) constructed a 'research process onion' (Exhibit 3) in their work which demonstrates research orientations commonly adopted by researchers. The outer layer of the 'research onion' is the researcher's philosophical stance; mainly *positivism*, *interpretivism* and *realism*. The immediate inner layer of the 'research onion' represent two research approaches; *deductive* and *inductive*. The second inner layer of the research onion signifies several research strategies which also commonly adopted by social science researchers; *experimental*, *survey*, *case study*, *grounded theory*, *ethnography* and *action research*. Going further into the inner layer of the 'research onion' indicates two types of time zones that a research could be conducted; *cross-sectional* and *longitudinal*. Lastly, Saunders, Lewis & Thornhill (2003) list the methods and techniques that may be involved during the data collection stage which include *sampling*, *secondary data*, *observation*, *interview* and *questionnaire*.

Positivism

The traditional perspective of research methodology states that there are two general approaches - the quantitative and qualitative research. This traditional view also implies that quantitative research deals in data that can be quantified, while qualitative research examines data that are narrative (Easterby-Smith, Thorpe and Lowe, 2002). For many years, there is a growing body of literature that discuss on quantitative and qualitative research approach. The quantitative research approach often holds the positivist paradigm while qualitative research holds the interpretivist paradigm. There are also substantial literatures that debate on the differences between these two approaches. Initially, the philosophical grounding of science was dominated by the positivist paradigm that uses the natural sciences as the basis for researching in the social sciences. Positivism is based from the philosophy derived by a renowned French philosopher Auguste Comte. Comte suggested that all true knowledge should come from human observation of objective reality and emphasized that object being research is based more from empirical facts (Bourdeau, 2010). The researcher that falls into this tradition holds the role of an objective analyst that interprets data by separates facts and its value as state in Saunders, Lewis & Thornhill (2003) and Robson (2002). Positivism is regarded as the 'standard view' of science, which essentially search for the '*existence of a constant relationship between events, or, in the language of experimentation, between two variables*' (Robson, 2002). Some common assumptions and features of positivism gathered by Robson (2002: 20) are quoted below:

1. Objective knowledge (facts) can be gained from direct experience or observation, and is the only knowledge available to science. Invisible or theoretical entities are rejected.
2. Science separates facts from values; it is 'value-free'.
3. Science is largely based on quantitative data, derived from the use of strict rules and procedures, fundamentally different from common sense.
4. All scientific propositions are founded on facts. Hypotheses are tested against these facts.
5. The purpose of science is to develop universal causal laws. The search for scientific laws involves finding empirical regularities where two or more things appear together or in some kind of sequence (sometimes called a 'constant conjunction' of events).
6. Cause is established through demonstrating such empirical regularities or constant conjunctions – in fact; this is all that causal relations are.
7. Explaining an event is simply relating it to a general law.
8. It is possible to transfer the assumptions and methods of natural science from natural to social science.

Crossan (2002) on the other hand interprets positivism by expressing that data, which are collected by senses, must be objective, discernible and measurable; and anything besides that must be eliminated as non-natural. According to Smith (1998), positivist approach assumes that things can be examined as hard facts and the relationship between them can be grounded as scientific law. The philosophy also claims that the objective reality exists and is independent of human behaviour, therefore should not be created by human mind. The aim of positivism is to gather and assemble data on the social world, which is used to generalize and explain human behaviour (May, 2001).

Positivism is a way of interpreting the world, a philosophical orientation that views the material world as the only reality and used the scientific method to find new information about the world. The outcome of positivist approach which lead to the formation of causal law is suitable in social research as in explaining '*social regularities, rates, associations, outcomes, patterns through an explanatory formula: regularity=mechanism + context*' (Pawson and Tilley, 1997:71).

Criticism to Positivist Paradigm

Although the ultimate goal of all scientific activities is 'truth' and explanation, it is impossible to get a 'true' objective; even with any kind of scientific research there are bound to have certain level of possible error in their experiments and testing. Among the criticisms of this paradigm;

- a. Treats human as 'objects', ignore the subjectivity of the social world
- b. Truth is dependent on belief
- c. Focuses on operationalism rather than human reasoning
- d. Provide superficial view of a phenomenon
- e. Forgotten the in-depth explanation of social influences on human behaviour, feelings, perceptions and attitude
- f. Develop universal causal laws

Positivism has received much criticism as the approach implies that human are 'objects' and it ignores the subjective experience or meaning to the participants. Hussey J. and Hussey R. (1997), support this main criticism of positivist by affirming that it is impossible to treat human as being separate than the social contexts as human could not be easily understood without capturing their perceptions of their own interactions and activities. According to Crosson (2002), truth is not dependent solely on belief but on belief that can be substantiated through examination of external reality. Positivism focuses and promotes on operationalism (involve in proving and applying) through measurement and experimental method. Positivism can be contrasted with humanism, which is about reasoning in terms of human experience using mundane language and concepts ([http://www. radicalacademy.com/adiphilpostivism.htm](http://www.radicalacademy.com/adiphilpostivism.htm)). Crossan (2002), criticism on positivism approach is that it does not allow the means to examine in an in-depth way of the human beings and their behaviours. He asserts that human are not objects and are subject to many influences on behaviour, feelings, perceptions and attitude that positivists would reject as irrelevant and belonging to the realms of metaphysics. He also added that positivism will develop useful but limited data that only provide a superficial view of the phenomenon it investigates. Taylor (2006) states that the main interpretivist critiques of positivist is that positivist sociologists sometimes forgotten that in their researching for a scientific explanation of social life, they are studying people which require them to go out and explore how those being studied really think and act.

Another criticism on positivism approach is the purpose of developing universal causal laws. Robson (2002) explains when positivists look for a constant relationship between two variables or between events, with the ability to control it applies best when dealing with natural world. However he argues that when the study involves people in a social real world context, psychology and social sciences has yet to produce the 'scientific law', which some researchers consider that in social science, the scientific approach is considered inappropriate. For example, in business and management research, Saunders, Lewis & Thornhill (2003) raise that it is inappropriate to achieve the same research's aim of generalisability as promotes by positivist within the complexity of social interactions in business and management context. They explain that this is because of the nature of business organizations that are constantly changing and in fact all organizations are unique in their own context. Despite that the positivist tradition is still being debated until today, Crossan (2002) states that ideas from positivism have been developed and challenged, stated, re-examined and restated over time.

Interpretivism

Social science research is about the study of human being, and unlike 'objects' as in the natural science, the study is different although it involves some kind of scientific examinations and observations. Benton & Craib (2001) state that in social science, since human being are not the same as 'object' of chemistry and physics, the study involves a more complex setting. This is because human being could recognize or understand when they are being studied; understand what is said about them or could act differently since they know they are being studied. According to Robson (2002), this tradition is also being labelled as relativist, naturalistic or constructivist approach. Interpretivist approach emerges in contradiction to positivist in attempt to understand and explain human and social reality; as describes by Crotty (1998: 67) interpretivist approach '*looks for culturally derived and historically situated interpretations of the social life-world*'. Taylor (2006) states that since the fundamental sociological methods are about investigating, understanding and interpreting the meanings that people reflect to their actions in their social world, interpretivist argue that the natural sciences logic and methods are not appropriate to the study of societies.

In describing the main idea of interpretivist, Taylor (2006) states that the primary difference between the natural and social world is that the social world is meaningful. He further explains that understanding subjective experiences, which include thinking, feelings, and actions of those being studied in their natural context, are the aims of the interpretivist. Gephart (1999) describes

the interpretivist paradigms by stating the main assumption is that knowledge and meaning are represents of interpretation. Therefore, objective knowledge does not exist as independent without involving human thinking and reasoning. He also highlights the emphasis or key focus of interpretivist is to look for patterns of meanings, which its aims are to describe meanings, recognize researchers' definitions of the situation and examine how objective realities are generated. In describing the main idea of interpretivist, Taylor (2006) states that the difference between the natural and social world, the primary difference is that the social world is meaningful. He further explains that understanding the subjective experiences; which include thinking, feelings, and actions of those being studied in their natural context are the aims of the interpretivist.

In contrast to positivists who attempt to explain reality by separating values from facts, interpretivists believe that in explaining social context value and facts are inseparable (Woods and Trexler, 2000). Interpretivist believe that reality in social science is difficult to encounter through observation therefore it needs to be interpreted. The role of the researcher within the interpretivist philosophy is to understand and interpret the world that she/he inquires, however (Walker and Dewar, 2000), suggest that the objectivity and reliability of the researcher interpretations reside in the distance maintains between the researcher (investigator) and participants (those being investigated). This is to avoid researchers' bias in the interpretations that may be influenced by her/his belief systems and also from those embedded in the situation being investigated (Scriven, 1983).

One of the main purposes of the positivists is to yield the 'law-like' generalization. The interpretivist researchers argue that this could not be done because of the complexity of the social world that involve interactions among people, organizations or societies. For example , refer business situations as complex as well unique with sets of functions of situations and people (Saunders, Lewis & Thornhill, 2003). Therefore they claim that generalisability is not crucial because interpretivist try to capture the rich complexity of the social situations of the changing and evolving world of business organization. This is because; the strongest argument of interpretivist to discover is what is stated in Remenyi et. al. (1983: 35) as '*the details of the situation to understand the reality or perhaps a reality working behind them*' which Saunders, Lewis & Thornhill (2003) refer as the *constructionism or social constructionism*. Further to this argument, Carroll and Swatman (2000) state that researchers use their own conceptual lens when they interpret the social world based on their *previous experiences, beliefs, existing*

knowledge, and assumptions. They elaborate that the researchers conceptual lens act as a filter in interpreting the world and the theories of knowledge and how the knowledge is accumulated or accrued.

Researchers working from interpretivist perspective, view the world of reality as socially constructed and therefore the qualitative approach seems to be appropriate. Methodologies that are most appropriate within interpretivist paradigms include ethnography, grounded theory, hermeneutics, action research, case studies and action research. These approaches are suitable because interpretivist aims is to capture and understand meanings that people generate as in Hussey, et. al. (1997) that summarize interpretivist study is about the interpretation of human action and behaviour. The interpretivist approach has shaped the field of research that aims to enlighten everyday life experiences of people as described by Taylor (2006). Although interpretive studies are not limited solely to the use of qualitative methods, they are acknowledged as the most typically used method (Lincoln and Guba, 1985; Patton, 2002). According to Woods and Trexler (2000), 'qualitative research' can be referred as an attempt to capture in-depth understandings of the world being investigated and the term qualitative research is used synonymously for research associated with the interpretivist paradigm. It is the intention of the researcher to deeply explore and gradually acquire the views and perspectives of the social reality. In addition, it is also to understand why individuals make the choices that they make and associate one thing to the next. It is not the intention of the researcher to predict in fact no interest in making broad claims. What matters for the researcher is to determine the features surrounding the social phenomenon in order to understand it not control or manipulate it.

Criticism to Interpretivist Paradigm

Interpretivist approach has shaped the field of research that aims to enlighten everyday life experiences of people as describe by Taylor (2006). However, unlike the positivist research approach, interpretivist have emerged relatively new as a paradigm only over the past few decades, within which caused the misjudging critiques on the worthiness of the approach (Travis 1999). Taylor (2006), states that the interpretivist approach is criticised by some sociologists on the issue of validity since it does not provide testable hypothesis that can be proved or tested. Zambo (2004) highlights the issue of validity and reliability that is used in experimental research is inappropriate when the context of study is 'local' in scope. According to Robson (2002), validity is about establishing trustworthiness, which concerns *'whether the*

findings are really about what they appear to be about'. Although *trustworthiness* is said to be the appropriate element of validity as discussed in Lincoln and Guba; 1985, Robson 2002, it has been argued by Scheurich (1996) that says there must be a boundary line or judgement criterion in deciding which research work is acceptable and which is not. Sanghera (2004) lists several criticisms of the interpretivist paradigm:

- a. the central concepts of interpretivism (e.g., 'intention', 'reason', and 'motives') are misleading in that they imply that competent social actors engage in a continuous monitoring of their conduct - routine is the predominant form of day-to-day social activity, largely directly unmotivated;
- b. *social scientists should give a different and competing account of social actors' action – there is more to reality than is expressed in the language of social actors*;
- c. fails to acknowledge the role of social structures that both condition and produce social interaction, particularly divisions of interest and relations of power – social actors are either completely or partly unaware of structures; and
- d. implicitly conservative in that it ignores the possible structures of conflict in a society, and hence the possible sources of social change.

Quantitative Vs. Qualitative Research Approach

Philosophical paradigms to social science research have great implications on how social researches are being conducted. The debate on quantitative and qualitative research began in the early 1960s (Oakley, 2000). Reported by Nancarrow, Moskvina, & Shankar (1996) for many years quantitative and qualitative research methodology have been seen as rivals. To distinguish between qualitative and quantitative research can be problematic (Silverman, 1993). The primary motivation for doing qualitative research, as opposed to quantitative research, comes from the substantive observation that, qualitative is subjective and the research aims at in-depth description. On the other hand, quantitative research designed to effectively ensure objectivity, generalizability and reliability. Recently, there are acceptable levels of comfort among researchers that quantitative research is now being used in qualitative research methods in areas that are not able to fully describe or reasonably interpret a situation. "A primary goal of research is to achieve understanding, and then to develop models that approximate 'truth' and 'reality'. This poses serious challenges to social science researchers since truth and reality tend to be socially constructed. In other words, what is meaningful, true, and real to one in some situations may not be so for others" (Cluster, 1996).

Exhibit 4 Characteristics of Quantitative and Qualitative Methodology

Quantitative	Qualitative
<ul style="list-style-type: none"> ▪ Based on positivist paradigm, where basic belief is that the world is external and objective while the observer is independent (separate). ▪ Researchers focus on facts and search for causality and fundamental laws. ▪ Seek to describe the general characteristics of a population, and to disregard detail. ▪ One reality – focus is concise and narrow. ▪ Formulate hypotheses and test them. ▪ Uses instruments; such as questionnaires with structured questions. ▪ Measurable - report statistical analysis and its basic element of analysis is numbers. ▪ Might draw a large and representative sample from the population of interest, measure the behaviour of and characteristics of that sample and attempt to construct generalizations. 	<ul style="list-style-type: none"> ▪ Based on the interpretivist paradigm, where beliefs are socially constructed and subjective while the observer is considered as part of what is observed. ▪ Researchers focus on meanings and try to interpret what is happening. ▪ Seek to provide conclusions with explanations to particulars of every case • Multiple realities – focus is complex and broad. • Develop ideas through induction from data ▪ Interpretive – report rich narrative, individual; interpretation and its basic element of analysis is words/ideas. ▪ Sample size is not concern; seek informal, rich sample.

Debates on the differences between quantitative and qualitative research continues in many research literatures and common differences in characteristics of these two are shown in Exhibit 4, as abstracted from Sanghera (2004), Amaratunga, et. al. (2002) and Hyde (2000). It is shown in the table that distinguishes set of characteristics of each approach, which lead to a different nature of data collection, analysis and findings. In terms of data collection, according to Merriam (1998), in quantitative method the instruments are in the form of scales, tests, surveys, and questionnaires or by using computers where as for qualitative method, since the researcher is the primary instrument, data is collected using interviews, observations as well as documents. The author also adds that through deductive methods of analysis from the

statistics, quantitative research findings are normally precise and numerical. Then again the qualitative approach however will adopt the inductive mode of analysis which will make the research findings more comprehensive, holistic, expansive and richly descriptive (Merriam, 1998).

Quantitative research employs experimental methods and quantitative measures to test critically hypothetical generalizations (Hoepfl 1997). This research approach that received great interest among researchers until today; focuses on comprehensive theory testing rather than theory generation. Chappell (2004) concludes that adopting a quantitative research approach is a useful way of research in measuring attitudes, behaviour, preferences or beliefs using statistical analysis and generalization of description. According to McCullough (1997) the advantages to using quantitative research is that the results are statically reliable and able to be projected to the population. Assumptions underlying quantitative research approach include the followings:

- 'reality' is objective, 'out-there' and 'independent' of the researcher; which can be studied objectively
- researcher has to remain distance and independent from the 'subject' being studied
- the research is 'value-free' (researcher will not interfere or become part of the study)
- primarily follows the deductive forms of logics and theories
- hypotheses are tested in cause-effect relationship
- the main objective is to draw generalizations that allows researcher to predict and explain a phenomena

Since quantitative research employ quantitative measures, therefore its orientation is objective, quantitative and statically valid (Golafshani, 2003). In addition, with the exposure to the ever-increasing advances in technology has make most researchers able to reasonably perform quantitative analysis 'number crunching' and 'charting' with greater control using rather inexpensive personal computer application program (Saunders, Lewis & Thornhill, 2003). In this context, quantitative research involves the use of structuring questions. The pertinent questions were deliberately designed where the response choices have been predetermined and most respondents are involved. Data gathering methods can be collected by several means; though survey is being the most popular approach associated to quantitative research. Conversely, besides mail questionnaires, it could typically involve a structured face-to-face or telephone interviews as well as online-survey. In quantitative analysis of raw data, using statistical application tools such as SPSS, Excel and others help most researchers to gain,

save, and analysed in variety of instances. Personal computer is highly effective tool that able to perform technically fast, accurate, reliable and economical which increases most researchers' productivity.

According to Amaratunga et. al. (2002), one of the strengths of quantitative approach is that it allows a broad coverage of situation, it is quick and economical. They added that, among others, the quantitative approach allows comparison and replication of the study. This approach also allows the subject under study and analysis being evaluated and measured through objective methods instead of being derived subjectively through sensation, reflection on intuition (Amaratunga, et. al. 2002). Sanghera (2004) indicated that in general quantitative researchers looks for sample sizes which generate findings with at least 95 percentage points confidence interval and plus/minus percentage points margin errors, and that is why reliability and validity maybe determined more objectively. Chappell, (2004) concluded that adopting a quantitative research approach is a useful way of research in measuring attitudes, behavior, preferences or beliefs using statistical analysis and generalization of description. However, quantitative research has limitation in terms of the issues being research are only measured if they are known prior to the beginning of the survey or in other words, the issue have been incorporated into the questions. Therefore according to Edwards (1998), very often-quantitative research fails to take account of the unique characteristics of individual cases.

Although interpretive studies are not limited solely to the use of qualitative methods, they are acknowledged as the most typically used method (Patton, 1990; Lincoln & Guba, 1981). In general, according to Woods & Trexler (1999), '*qualitative research*' can be referred as an attempt to capture in-depth understandings of the world being investigated, the term *qualitative research* is used synonymously for research associated with the interpretivist paradigms. Qualitative researchers always argued that only through qualitative approach that in-depth scenario could be obtained. For example Holloway (1997) defined qualitative research as "*a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.*" Murphy (1995), who also promotes the use of qualitative approach, states that unlike quantitative research, which establishes the substance of relationships in terms of influences and action, qualitative analysis is interested about the profoundness of information required to make sense of an individual's actions and experiences.

Some of the strengths when adopting qualitative approach are that data gathering are more natural than artificial. Amaratunga et. al. (2002) expressed that it has the ability to look at change in surroundings over time, understand individual's meaning and adapt to new issues and ideas as they emerge. In addition to that, the approach could lead to theory generation. At the same time qualitative approach do have some weaknesses. Although the respondents involve in the study is normally very small somehow the data collection can be really tedious and may need more resources. Since the approach is more subjective compared to quantitative, the data analysis and interpretation is difficult. Amaratunga et. al. (2002) conclude that qualitative approach is harder to control the pace, progress and end-points which will lead to low credibility to results from the perspectives of policy makers. Qualitative research particularly case studies method offers powerful tools for research in business and management; i.e. general management, marketing, leadership corporate strategy and more (Gummesson, 2000). However, qualitative research does have some limitations. Besides time consuming and costly, in the analysis and interpretation of data, there is often difficulty in attaining validity and reliability also, ethical issues may arise from the researcher's intrusion into the 'privacy' of those under study (Saunders, et. al. (2003, Easterby-Smith, et.al. 1991).

Conclusion

The list of differences of characteristics continues as it is still being debated in research literatures; however which approach should one follows in conducting a research? In the past, both were separated from each other and only in recent years, effort was made to fuse both quantitative and qualitative methods so as to provide more comprehensive understandings of the phenomena under study (Patton, 2002). However, despite becoming increasingly popular, the mixed methods approach remains controversial on issues such as its paradigmatic foundations, research designs and the actual logistic of the approach (Tashakkori and Teddlie, 2003). Jones (1997) states that the research approach (qualitative or quantitative research), has its own advantages and disadvantages. The debate on quantitative and qualitative methodologies has undoubtedly gained much interest among practitioners and academic researchers. Both qualitative and quantitative methods have its own strength and weaknesses (Amaratunga, et. al. 2002). According to McGrath (1982) there should be a compromise solution in research choices. While advantages and limitations of both research approach; quantitative and qualitative have long been discussed in the literature, there are also literature that suggest the use of both methodology in a research. Kozierawska and Kovatcheva (2002) suggest that although both research approaches are different in nature, they could provide valuable

contribution to scientific knowledge and should be preferred depending on which methods is more likely to produce clearer, comprehensive, complete and most important more descriptive of reality answer based on the research questions.

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LAPORAN PROGRAM

“KARNIVAL ILMU & MAKLUMAT 1MALAYSIA”

Pengenalan program

Program Karnival Ilmu dan Maklumat 1Malaysia dilaksanakan untuk memenuhi keperluan subjek “Public Relations In Information Works”(IML 553). Di samping itu juga ia diperkenalkan bagi melaksanakan tuntutan tanggungjawab mahasiswa dalam pembangunan masyarakat. Program ini dirangka dengan kerjasama erat di antara Perbadanan Perpustakaan Awam Negeri Sembilan, Jabatan-jabatan awam daerah Jelevu, Perpustakaan Negara Malaysia dan Arkib Negara Malaysia. Dengan berasaskan untuk membuka peluang penglibatan golongan muda mendampingi masyarakat melalui kegiatan kemasyarakatan, kekeluargaan, kejiranan dan pendidikan dan membangunkan fungsi sosial masyarakat bagi mencapai kualiti peribadi unggul, Pelaksanaan program ini terbahagi kepada tiga elemen utama; Kepimpinan, Kesedaran dan Kerjasama.

Latarbelakang dan Objektif Program

- a) Menjayakan inisiatif *Vice Chancellor Special Project* (VCSP) di bawah kategori projek Kasih Sayang 1Malaysia untuk mendekatkan UiTM dengan masyarakat.
- b) Mempromosikan aktiviti membaca dan menekankan budaya ilmu kepada semua kaum khususnya sekitar Kuala Klawang dan masyarakat lain amnya.
- c) Menjalin dan mengeratkan hubungan silaturahim di antara mahasiswa UiTM dengan pelbagai kaum melalui aktiviti-aktiviti sesuai yang dirancang.
- d) Mempromosikan program-program yang ditawarkan oleh Fakulti Pengurusan Maklumat khasnya dan UiTM umumnya.

Sejumlah 10 buah sekolah telah mengambil bahagian dalam aktiviti yang dianjurkan di Karnival Ilmu dan Maklumat 1Malaysia dan pelajar kumpulan IS205B telah dipilih bagi melaksanakan program ini dengan kerjasama erat di antara Perbadanan Perpustakaan Awam Negeri Sembilan, Jabatan-jabatan awam daerah Jelevu, Perpustakaan Negara Malaysia dan Arkib Negara Malaysia. Program ini diadakan pada 8 hingga 10 Oktober 2010, seramai 40 orang

pelajar ini telah ditempatkan di Hotel Sri Klawang yang berdekatan dengan lokasi karnival bagi melancarkan program.

Aktiviti Program Yang Telah Dilaksanakan

Berikut adalah senarai aktiviti yang dijalankan sepanjang karnival (gambar-gambar dilampirkan)

Membuat persiapan di Dewan Majlis Daerah Jelevu

Aktiviti mengemas pentas, menyediakan tempat pameran, menyusun atur barang-barang yang akan digunakan sebelum dan selepas majlis perasmian dilakukan pada Jumaat, 8 Oktober 2010. Keesokan harinya penyediaan hamper untuk aktiviti dilakukan.

Majlis Perasmian

Majlis perasmian telah bermula sedikit lewat kerana masalah pengangkutan berikutan pergerakan bas UiTM menjemput pelajar-pelajar sekolah tidak sebagaimana dirancang. Namun situasi ini telah diatasi dengan segera. Bagaimanapun ia berjalan lancar sebagaimana dirancang. Kehadiran ketua-ketua kampung dan masyarakat telah menjadikan majlis ini lebih meriah.

Pameran

Pameran telah berlangsung dengan jayanya. Tetamu kehormat yang mewakili Penglibatan Arkib Negara Malaysia (ANM) dan Perpustakaan Negara Malaysia (PNM), Perbadanan Perpustakaan Awam Negeri Sembilan, pembekal buku dan pihak penganjur sendiri, Fakulti Pengurusan Maklumat adalah sangat menakjubkan. ANM telah menyediakan bahan pameran berskala besar dan sangat bermanfaat kepada pengunjung bagi memahami sejarah negara dan konsep 1Malaysia. PNM juga tidak kurang hebatnya dengan pameran dan pertandingan untuk pengunjung. PNM sentiasa berterusan menggalakkan percambahan budaya membaca dan kepentingan mengetahui maklumat untuk menjadi masyarakat berpengetahuan.

Aktiviti Mewarna

Aktiviti mewarna bagi kanak-kanak pra-sekolah dimulakan sebaik sahaja selesai majlis perasmian. Seramai 43 orang pelajar yang mnyertai aktiviti mewarna dari 2 buah sekolah yang terlibat iaitu SJK(CP) Chun Yin dan SK. Undang Jelevu ,dan terdapat 2 buah sekolah yang tidak menghantar pelajar iaitu SK Triang dan SK.Kuala Klawang. Aktiviti ini juga terbuka kepada murid-murid dari sekolah rendah dari pelbagai sekolah dan SK Putra. Penyampaian

hadiah diadakan awal kerana guru dan pelajar SKJ(C) Chun Yin ingin pulang pada pukul 12 tengahari.

Aktiviti Pertunjukan Boneka

Pertunjukan boneka telah diadakan oleh kakitangan Perpustakaan Awam Jelebu. Seramai 43 orang kanak-kanak pra-sekolah dan 29 orang pelajar sekolah rendah yang terlibat menonton pertunjukan tersebut. Sebahagian kanak-kanak pra-sekolah telah dibawa pulang awal oleh ibu bapa mereka, maka sesi bercerita tidak dapat dijalankan. Sebaliknya telah digantikan dengan 2 aktiviti lain untuk pelajar sekolah rendah iaitu permainan 1 kertas dan air 4 penjuru. Kedua-dua permainan tersebut dijalankan bertujuan untuk memupuk semangat kerjasama dalam diri setiap individu dan mencapai kesepakatan dalam menyelesaikan masalah.

Ceramah Prospek Pengajian di IPT

Ceramah ini telah melibatkan 65 pelajar tingkatan 4 dan 5 dari 3 buah sekolah menengah; SMT Kuala Klawang, SMK Gelami dan SMK Dato' Undang Musa. Ceramah tersebut telah disampaikan oleh Dr. Azman bin Mat Isa, Timbalan Dekan (Pelajar & Alumni), Fakulti Pengurusan Maklumat. Ceramah ini bertujuan untuk memberikan suntikan motivasi kenapa pelajar perlu belajar dengan cemerlang untuk masa depan yang gemilang. Di samping itu juga pelajar dimaklumkan tentang syarat-syarat kelulusan yang diperlukan untuk meneruskan pengajian di peringkat pengajian tinggi. Ceramah ini juga turut memperkenalkan Fakulti Pengurusan Maklumat kepada para pelajar, sekaligus memberikan kata-kata perangsang kepada para pelajar agar terus berusaha dengan bersungguh-sungguh. Maklumbalas yang diterima membuktikan para pelajar sangat-sangat menghargai ceramah yang diberikan kerana ia telah menjadikan mereka lebih sedar tentang pentingnya untuk belajar dengan cemerlang bagi menjamin masa depan yang cerah.

Info Hunt

Info Hunt ada permainan seperti pencarian harta karun. Beza adalah peserta dikehendaki mencari maklumat berkaitan dengan konsep 1Malaysia. Sumber-sumber maklumat ini semua terdapat dalam perpustakaan. Ia telah dapat meningkatkan daya fikir dan kemahiran mencari maklumat di kalangan peserta. Permainan ini telah diadakan pada hari Sabtu petang di Perpustakaan Awam Jelebu. Ia disediakan untuk para pelajar yang menyertai ceramah prospek pengajian di IPT agar mereka lebih mengenali perpustakaan, cara pencarian buku dengan pantas dan menggunakan perpustakaan dengan sepenuhnya. Para pelajar dibahagikan kepada

10 kumpulan dan setiap kumpulan diberikan tugas dan petunjuk untuk mendapatkan maklumat-maklumat yang diperlukan, mereka juga diberikan telur sebagai barang amanah. Permainan ini berjalan seperti yang dirancang dengan kerjasama semua pihak bukan sahaja para pelajar sekolah menengah malah mahasiswa dan kakitangan perpustakaan yang terlibat juga turut memberikan kerjasama yang sewajarnya.

Senamrobik

Acara ini telah diadakan pada hari Ahad jam 8.45 pagi. Senamrobik yang diketuai oleh 5 orang mahasiswa. Bermula dengan senaman pemanasan badan, diikuti dengan aerobik, poco-poco dan 'chicken dance'. Senamrobik yang mengambil masa kira-kira 30 minit ini telah disertai oleh semua peringkat usia termasuk kanak-kanak, pelajar sekolah rendah dan menengah dan ibu bapa serta guru-guru pengiring. Ia telah dapat menceriakan semua yang terlibat sebelum acara sukaneka dijalankan.

Bawa bola ping pong

Permainan ini dibuka kepada kanak-kanak pra-sekolah. Setiap sekolah menghantar 2 kumpulan dengan 5 orang peserta setiap kumpulan. Disebabkan penyertaan yang di luar jangkaan, permainan ini telah dilakukan secara berperingkat.

Isi air dalam botol

Pelajar yang terlibat adalah pelajar-pelajar sekolah rendah. Permainan ini berjalan lancar seperti yang dirancang. Acara telah berlangsung dengan meriahnya.

Boling padang

Permainan ini melibatkan pelajar-pelajar sekolah menengah. Peserta diberikan sebiji kelapa dan mereka hendaklah menjatuhkan sebanyak mungkin botol-botol yang berisi air dan tanah untuk memenangi pertandingan ini. Disebabkan sambutan yang sangat menggalakkan, maka permainan ini diadakan secara liga bagi membolehkan semua orang dapat mengambil bahagian dalam permainan ini.

Tarik bola dengan gelang

Peserta terdiri daripada kanak-kanak pra-sekolah. Permainan ini berjalan lancar walaupun terdapat beberapa guru pengiring yang sering membuat bantahan arahan urusetia kerana terlalu emosi walaupun permainan hanya untuk acara sukaneka sebegini.

Kerusi muzik

Peserta terdiri daripada pelajar-pelajar sekolah rendah. Permainan ini diadakan 2 kali kerana penyertaan yang terlalu ramai.

Tarik guni

Tarik guni digunakan sebagai pengganti kepada tarik upih. Peserta terdiri daripada pelajar sekolah menengah. Aktiviti ini berjalan lancar dan sangat meriah.

Cari gula-gula dalam tepung

Peserta terdiri daripada kanak-kanak pra-sekolah. Permainan ini berjalan lancar walaupun terdapat sedikit campur tangan daripada guru-guru tadika. Semua peserta sangat gembira dengan pertandingan ini.

Belon air

Peserta terdiri daripada golongan dewasa iaitu pelajar-pelajar sekolah menengah dan golongan-golongan ibu.

Selipar tempurung

Peserta terdiri daripada pelajar sekolah rendah. Aktiviti ini berjalan lancar. Permainan tradisional ini memberikan pengalaman baru bagi peserta dari pelbagai bangsa.

Tarik tali

Acara ini terdiri daripada pelajar-pelajar sekolah menengah dan ibu bapa yang hadir. Pertandingan dijalankan secara liga. Ianya sangat meriah dan berlangsung dalam suasana penuh semangat kesukanan.

Menganyam ketupat

Acara ini terbuka kepada semua pengunjung karnival dan telah berjalan lancar. Ramai peserta daripada peringkat pelajar sekolah, mahasiswa dan dewasa termasuk guru pengiring dan ibubapa.

Gotong-royong

Gotong-royong membersihkan padang telah diadakan bertujuan untuk memupuk disiplin menjaga kebersihan dan rasa tanggungjawab terhadap alam sekitar. Kanak seawal umur pra-sekolah bersama-sama dengan semua yang terlibat tanpa mengira letih telah membersihkan padang seperti sebelumnya dalam masa yang sangat singkat. Ini sangat menakjubkan.

Penilaian Program

Secara keseluruhannya Karnival Ilmu dan Maklumat 1Malaysia ini telah berlangsung dengan jayanya. Komitmen semua pihak yang terlibat amat menakjubkan terutamanya Perbadanan Perpustakaan Awam Negeri Sembilan, Pejabat Pendidikan Daerah Jempol/Jelebu, Jabatan Penerangan Daerah, Majlis Daerah Jelebu, Pejabat Daerah Jelebu. Para peserta juga telah memberikan komitmen yang tinggi dalam program ini dan para pelajar sekolah turut memberikan kerjasama dalam memastikan program ini berjalan dengan lancar.

Pencapaian dan Keberkesanan Program

Pelaksanaan Karnival Ilmu dan Maklumat 1Malaysia telah memperlihatkan semangat kerjasama dan tolong-ansur yang tinggi yang ditunjukkan oleh semua pihak yang terlibat dan peserta karnival ini. Para peserta ceramah motivasi dan prospek pengajian di IPT telah memberikan maklum balas positif di atas maklumat dan nasihat yang telah diberikan. Mereka kini Nampak laluan yang lebih jelas untuk masa depan yang lebih gemilang.

Semangat perpaduan dan bekerjasama seperti kehendak konsep 1Malaysia dapat dilihat dengan jelas sepanjang 2 hari karnival berlangsung, terutamanya pada hari kedua. Penglibatan kelompok sasaran adalah di luar jangkaan. Penyertaan daripada semua bangsa termasuk anak-anak dari masyarakat orang Asli telah memenuhi objektif karnival iaitu penglibatan semua bangsa dalam masyarakat di daerah Jelebu.

Bagi para mahasiswa yang mengendalikan karnival ini, mereka dapat belajar dan meningkatkan kemahiran komunikasi dengan masyarakat yang berbeza latar belakang dan usia. Pengalaman